



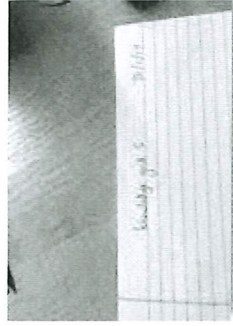
Year 7

Term 4

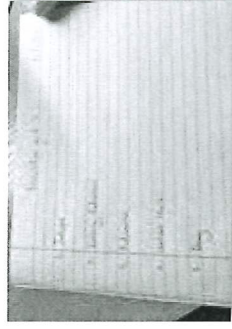
Knowledge Organiser

2025/26

How do I use my KO book for self-quizzing?



1) Write today's date and the **title** from the knowledge organiser



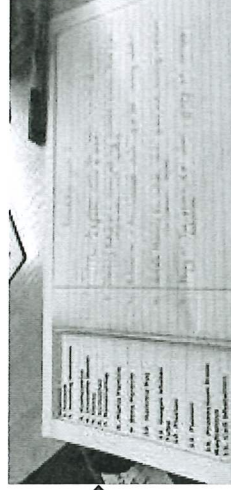
2) Write out the **keywords** you have been asked to learn leaving two lines between each word



3) Cover the definitions apart from the first: **read** it, **cover** it, **say** it in your head, **check** it



4) If you got it right, move on and **quiz yourself** on the rest in your head, one by one



5) Cover up **all** the definitions and write them out **from memory**



6) **Correct** your answers in green pen

7) Repeat the whole process

Context		
- The novel was written by Kirin Millwood Hargrave, a British poet, playwright, and novelist born in 1990. - The novel is set on the mythical island of Joya, based on La Gomera, the second smallest of the Canary Islands. - The novel is influenced by the traditional legends of the aboriginal inhabitants of the Canary Islands. - The writer planned the novel by drawing a map and plotting out her characters’ journeys and exciting events on it. “Whether you have a map-maker’s heart or not, you know there’s more out there to discover.”, <i>Kirin Millwood Hargrave</i>.		
Plot Summary		
The Girl of Ink and Stars is a story of myth, magic and the power of friendship. Forbidden to leave her island, Isabella dreams of the faraway lands her father once mapped. When a girl from the village disappears into the island's Forgotten Territories, Isabella and her lifelong friend Pablo go in search of her.		
Key Terminology		
Tone	The choice of writing style the writer employs to convey specific feelings, emotions, or attitudes.	
Magic realism	A literary genre when magic elements are a natural part in an otherwise ordinary, realistic environment.	
First-person narrative	A narrative or mode of storytelling in which the narrator appears as the ‘I’ recollecting his or her own part in the events which occur.	
Cliffhanger	A plot device in which the end of a chapter, novel, series or film ends in a moment of suspense.	
Foreshadowing	‘Clues’ an author leaves for the reader/audience; an indication of future events.	
Quest narrative	A quest is used as a plot device in mythology and fiction. The story follows a difficult journey towards a goal, often symbolic or allegorical.	
Symbolism	The use of symbols to express ideas or qualities.	
Characterisation	A literary device in which an author builds up a character in a narrative	
Setting	The time and place in which the story takes place in a piece of literature. Setting can establish the mood or atmosphere of a scene or story.	
Key Vocabulary		
1	banished	When a person is punished by being sent away from a place and not permitted to return.
2	cartographer	A person who draws or creates maps.
3	coercive	Using force or the threat of force.
4	colonialism	When one country acquires full or partial control over another country, occupying it with settlers, and exploiting it and the local people for wealth and resources.
5	redemption	Being saved or saving someone evil, sin or suffering.
6	ruthless	Hard and cruel; determined to get what you want and not caring if you hurt other people.
7	labyrinth	A series of confusing passages or paths which can be difficult to navigate.
8	myth	A traditional story, often associated with a particular place or group of people, usually featuring supernatural or fantastical elements.
9	subjugated	Being controlled or dominated.
10	tyrant	A cruel and oppressive ruler.

French Year 7 Knowledge Organiser. Term 4- Mon Collège (side 1)

Week 1

A. Les Matières

- | | |
|------------------------|------------|
| 1) L'anglais | English |
| 2) Les maths | Maths |
| 3) Les sciences | Sciences |
| 4) Le français | French |
| 5) L'EPS | PE |
| 6) Le theatre | Drama |
| 7) L'histoire | History |
| 8) La géographie | Geography |
| 9) La technologie | Technology |
| 10) Les Arts plastique | Art |
| 11) L'informatique | ICT |

Week 2

B. Les Adjectifs

- | | |
|-----------------------|-----------------------|
| 1) C'est facile | It's easy |
| 2) C'est difficile | It's difficult |
| 3) C'est intéressant | It's interesting |
| 4) C'est nul | It's rubbish |
| 5) C'est ennuyeux | It's boring |
| 6) C'est amusant | It's fun |
| 7) C'est créatif | It's creative |
| 8) Le prof est sympa | the teacher is nice |
| 9) Le prof est sévère | the teacher is strict |
| 10) trop | too |
| 11) vraiment | really |

Week 3

C. Quelle heure est-il?

- | | |
|---|------------|
| 1) Il est <u>une</u> heure | It is 1:00 |
| 2) Il est <u>une heure</u> et quart | It is 1:15 |
| 3) Il est <u>une heure</u> et demie | It is 1:30 |
| 4) Il est <u>deux</u> heures moins le quart | It is 1:45 |
| 5) Il est <u>une</u> heure dix | It is 1:10 |
| 6) Il est <u>une</u> heure vingt | It is 1:20 |
| 7) Il est <u>deux</u> heures moins vingt | It is 1:40 |

Week 4

D. Infinitives

- | | |
|----------------|----------------|
| 1) arriver | to arrive |
| 2) quitter | to leave |
| 3) chanter | to sing |
| 4) manger | to eat |
| 5) retrouver | to meet |
| 6) commencer | to start |
| 7) recommencer | to start again |
| 8) rentrer | to return |
| 9) discuter | to discuss |
| 10) jouer | to play |

Week 5

E Regarder

How to use an -er verb in the present tense

- | | |
|------------------------|-----------------------------------|
| 1) Je regarde | I watch/ I am watching |
| 2) Tu regardes | You watch/ You are watching (sg) |
| 3) Il/Elle regarde | He/She watches/ is watching |
| 4) Nous regardons | We watch/ We are watching |
| 5) Vous regardez | You watch / You are watching (pl) |
| 6) Ils/elles regardent | They watch/ They are watching |

Week 6

F. Les installations

- | | |
|------------------------|----------------|
| 1) Il y a | there is |
| 2) Il n'y a pas de... | there isn't |
| 3) Je voudrais... | I would like |
| 4) une bibliothèque | a library |
| 5) une cantine | a canteen |
| 6) un terrain de sport | a sports pitch |
| 7) une gymnase | a gym |
| 8) une salle | a classroom |
| 9) des toilettes | toilets |
| 10) nouveau/nouvelle | new |
| 11) meilleur(e) | better |

Model text

Lis le texte et prends des notes en anglais.

French schools usually have lunch at midday. You can use **à midi** to mean 'at lunchtime', even if your lunch hour isn't at 12.00.



à la récréation *at break*
discuter *to discuss / chat*

Zoé



Ma journée scolaire est comment?

D'abord, je quitte la maison à sept heures et demie et je retrouve ma copine, Lola.

On arrive au collège à huit heures moins vingt et puis on commence les cours à huit heures moins le quart.

À la récréation, je discute avec mes copains.

À midi, je ne mange pas à la cantine: je rentre à la maison.

Après, on recommence les cours à deux heures dix.

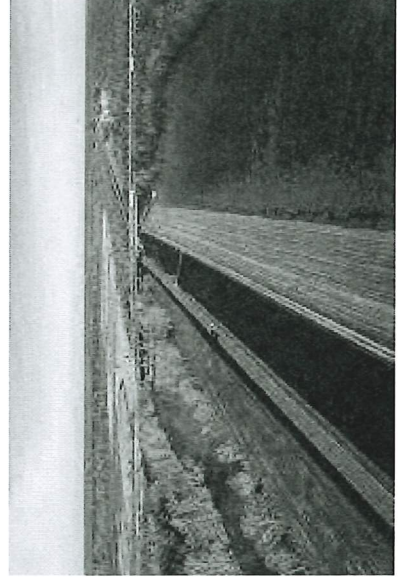
Ensuite, à quatre heures dix, je joue au volley. Mais le mardi, je joue dans l'orchestre.

Year 7 Geography: Water and rivers & World of work (Term 4)

Week 1.	Depositional landforms (6)
Meander	A bend in a river
River velocity	The speed water flows through the river channel
Deposition	When a river loses energy and drops its load
Floodplain	A floodplain is a wide, flat area of land flooded frequently when a river bursts its banks
Levee	Banks found at the side of a river in the lower course
Silt	The fine, fertile, eroded material transported by a river

Week 2.	Flooding & Flood management (6)
Impermeable	A rock or soil that does not allow water to pass through it
Saturated	When the ground is holding as much water or moisture as can be absorbed
Deforestation	The cutting down and removal of forest
Insurance	A guarantee of compensation for specified loss or damage in return for a payment
Hard engineering	Human-made structures that help to reduce the flood risk
Soft engineering	Adaptations that work with nature to reduce the flood risk

Week 3.	Flood case study, Bangladesh (3)
Monsoon	A seasonal prevailing wind in South and South-East Asia
Embankment	Banks created on the side of the river, increasing its capacity
Infrastructure	The basic equipment and structures that are needed for a country or region to function properly



Week 4.	Employment industries & structure (5)
Employment	Being paid to do a job
Disposable income	The money a person has left to spend after they have paid all their bills
Industry	A system where people and machines work to produce things
A good	A physical product or resource with some value that can be sold or traded
A service	A non-physical act or skill that can be sold or traded e.g. providing medical care

Week 5.	Industry & Quaternary industry (6)
Value	The worth of something in relation to how much it costs and the price it can be sold for
Mechanisation	When machinery begins to do the jobs which once required humans
Industrial revolution	A time of great change in the UK and Western Europe between 1760-1840 characterised by the rise of manufacturing processes and natural resource use to provide energy
Footloose	Industries which are not tied to a specific location and can operate from anywhere

Term 4 Year 7 Challenges to Medieval Monarchs

Key Vocabulary

Week 1

baron (n) a person who held land or property given by the monarch or a powerful overlord.

challenge (n) to make a rival claim or to threaten someone's hold on a position.

dynastic (adj) relating to a line of rulers from the same family.

heresy (n) a belief that goes against the teachings of the Church

Week 2

male primogeniture (n) the practice of giving the inheritance to the eldest son in the family.

miasma (n) the idea that disease is caused by foul smelling air.

monarch (n) king or queen.

Week 3

resistance (n) the refusal to accept or obey something.

revolt (n) often a violent and sudden resistance which is short-lived.

Week 4

Polearm (n) a sharp bladed handheld weapon on a wooden pole.

Relations (n) the way in which two people, groups or countries behave towards each other.

Week 5 – Chronology Focus:

1135-53 The Anarchy

1170 Murder of Thomas Becket

1154 Eleanor becomes Queen of England and France

1209 King John excommunicated

1215 Magna Carta

1265 Creation of Parliament under Henry III

1381 Peasants' Revolt

1455-87 Wars of the Roses

Year 7 – Religious Studies – Judaism Knowledge Organiser – Term 4	
Week 1	
Key word	Definition
Shabbat	A day of rest and worship observed from Friday evening to Saturday evening.
Orthodox	A branch of Judaism that follows traditional beliefs, laws and practices.
Progressive	A branch of Judaism that adapts traditional beliefs, laws and practices to fit modern life.
Seneca: What is Shabbat?	
Week 2	
Key word	Definition
Synagogue	A Jewish place of worship, study and community.
Jerusalem Temple	Two temples built in Jerusalem, both were destroyed.
Ark	The chest that contained the 10 Commandments.
Seneca: Orthodox and Reform Synagogues	
Week 3	
Key word	Definition
Pesach/ Passover	A Jewish holiday which commemorates the Exodus story.
Exodus	A book in the Bible which tells the story of the Israelites being freed from slavery.
Moses	Leader who freed the Israelites from slavery and was given the 10 commandments
Miriam	Prophetess who helped her brother Moses lead the Israelites out of slavery.
Seneca: What is Pesach?	
Week 4	
Key word	Definition
Mitzvot	613 rules in the Torah which guide Jews in their behaviour.
Bar/ Bat Mitzvah	Coming of age ceremony (Bar Mitzvah for boys and Bat Mitzvah for girls).
Rites of Passage	Special ceremonies which mark a moment in a person's life.
Seneca: Jewish Celebrations and Rituals	
Week 5	
Key word	Definition
Sustainability	To use natural resources in a responsible way so they will not run out.
Tikkun Olam	"Repairing the world", encouraging actions that improve society and bring justice.
No Seneca this week	

Lesson 1

Food Safety & Hygiene	
What temperature do we cook food to?	Food is cooked to 75 degrees to kill all bacteria. Use a temperature probe to check.
What is used to clean equipment/hands?	Hot soapy water to remove bacteria.
What temperature should food be chilled at?	Fridge is 3-5 degrees, freezer is -18 degrees ensure cooked food is cooled within 90 minutes to slow bacterial growth.
What is cross contamination?	When bacteria on raw food comes into contact with ready to eat food.
What is the Eat Well Guide?	Based on the 5 food groups and shows how much of what you eat should come from each food group.

Lesson 3

Nutrients	
Carbohydrates (including Fibre)	Gives us energy to power body and brain functions. Fibre – maintains digestive system, prevents some cancers. Found in bread, rice, pasta, cereals and flour.
Protein	Used for growth and repair of cells. Found in meat, fish, eggs, dairy foods, nuts and beans
Fat	Protect our organs and keep us warm. Found in butter and oils. Also dairy, meat & nuts.
Calcium	Maintains strong bones and teeth. Found in dairy products and leafy greens.
Vitamins	Found in fruits and vegetables. Vital for good health.

Lesson 5

Balanced diet	
To achieve a balanced diet, you should:	Eat at least 5 portions of a variety of fruit and vegetables every day.
To achieve a balanced diet, you should:	Base meals on higher fibre starchy foods like potatoes, bread, rice or pasta.
To achieve a balanced diet, you should:	Have some dairy or dairy alternatives, beans, pulses, fish, eggs, meat and other protein.
To achieve a balanced diet, you should:	Choose unsaturated oils and spreads, and eat them in small amounts.
To achieve a balanced diet, you should:	Drink plenty of fluids (at least 6 to 8 glasses a day).

Year 7 Design and Technology Knowledge Organiser (Beach Hut Project) Term 4

Week 1

Key Term	Definition
Context	The specific situation that acts as the starting point for a design project.
Design Brief	The instructions that a client gives to a designer about what they want a product to solve
Design Specification	A list of criteria that a product should meet
CAD	Computer-Aided Design
Diamond Ranking	It encourages critical thinking, as students must justify why certain options are more or less significant than others

Year 7 Design and Technology Knowledge Organiser (Beach Hut Project) Term 4

Week 3

Key Term	Definition
Modelling	Making a practice version of a design or part of a design
Prototype	A full-sized, fully functioning product which can be tested and evaluated
Nesting	The most efficient way to arrange shapes to minimise waste when cutting out
Tessellation	Shapes which repeat and can fit together with no gaps or overlapping pieces
Laser cutting	A manufacturing process that uses a high-powered, focused laser beam to cut, etch, or engrave materials

Year 7 Design and Technology Knowledge Organiser (Beach Hut Project) Term 4

Week 5

Key Term	Definition
Assemble	Fit together the separate component parts
PVA	A water-based adhesive commonly used for materials like wood, paper, cloth, and cardboard
Craft Knife	A knife with a small, sharp, often retractable blade, designed to cut wood, cardboard, and other materials.
Safety Ruler	A specialised metal raised ruler used for cutting and scoring materials like paper, card, or fabric
Evaluation	A reflective part of the design process used to determine whether a solution successfully meets its intended goals, user needs, and design specifications

Year 7 Drama Term 4 Knowledge Organiser

<u>Keyword</u> (‘Today I was good at.....’ ‘Today I need to improve on.....’)	<u>Definition</u> (‘The reason I was good at this was because.....’ ‘The reason I need to improve on this is because I did not.....’)	<u>How do we perform it? Skills?</u> (‘The way I was good at this was by.....’ The way I need to improve on this is by.....’)
<u>Week 1</u>		
1a) Mime	1b) Acting without speaking	1c) Slightly slowing down actions Making actions over the top, so the actions become clear.
2a) Tableaux	2b) A freeze frame like photograph	2c) 1. No moving! 2. Facial expressions 3. No backs to the audience 4. Awareness of space/no blocking 5. Use levels 6. Marking a moment 7. Characterisation 8. Remember: You can talk!
3a) Soundscape	3b) A <i>soundscape</i> is a sound or combination of sounds to create an atmosphere	3c) 1. Instruments 2. Voice 3. Sound effects 4. Props 5. Scenery 6. Body parts

Week 3		
1a) Hot-seating	1b) When people question the actor who is playing a character. (If you are in the hot-seat you answer questions from others in the group while you are 'in role'.)	1c) When a character sits in a hot seat and answers questions about their character that are asked by the other actors.
2a) Thought tracking	2b) a character speaks out loud about their inner thoughts at a particular moment in the play.	2c) Act out a scene. Hold a tableaux at a key moment. A character walks to the front and talks in character to the audience giving a detailed insight of the characters thoughts.
3a) Spontaneous improvisation	3b) It is when you've made something up on the spot	3c) By acting something out without any planning before hand
Week 5		
1a) Characterisation	1b) I became someone else	1c) Changing how I walk: pace, length of steps & weight of steps Talk: pace, pitch, tone, volume, accent, language, diction/clarity etc Move: facial expression, body language and gestures
2a) Narration	2b) A person <u>who tells the story</u> to the audience	2c) Knowing your lines 1. Confidence 2. Clear 3. Loud 4. Connecting with the audience (eye contact) 5. Standing at the front and not blocking
4a) Vocal expression (vocal skills)	4b) Changing your voice	4c) Changing pitch, tone, accent, volume, pace etc
5a) Projection	5b) To speak loudly	5c) Good breath control, speaking at a good pace and clear. Raising your voice without shout

Y7 Music Homework
Term 4: I Can Compose Part 1

Music Homework is set and completed online via Teaching Gadget by visiting:
<https://teachinggadget.com>

Student login details are noted below. This can be written down in planners. Specific tasks to be completed will be communicated by the teacher in lesson and it is the student's responsibility to ensure they have noted this in their planner when told.

User Guide (How to access and submit work):

1. Login using the Teaching Gadget student account.
Username: cornerstoneacademy
Password: music123
2. After logging in, select 'my assignments', then your class (your class code is on your timetable).
3. Select the task your teacher has told you to complete in lesson (you should have it noted in your planner).
4. After completing the task, a submission box will appear. Select the class you are in (check your timetable if you don't know your class code. It should appear as **7MU_**).
5. **IMPORTANT** - Make sure to add your **name and surname**, and then select 'submit score'.
6. The submission box will disappear followed by a notification to say the submission was successful.

Homework will be set this term on the weeks below and is due the following week:

- Week 1 - W/C 23rd February 2026
- Week 3 - W/C 9th March 2026



Note on homework for Music and Art:

Music & Art Homework is given every other week in alternate weeks.

Music Homework is given in weeks 1, 3 & 5

Art Homework will be given in weeks 2, 4 & 6.

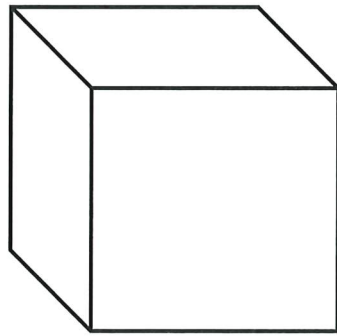
Year 7 Art – Term 4

Week 2

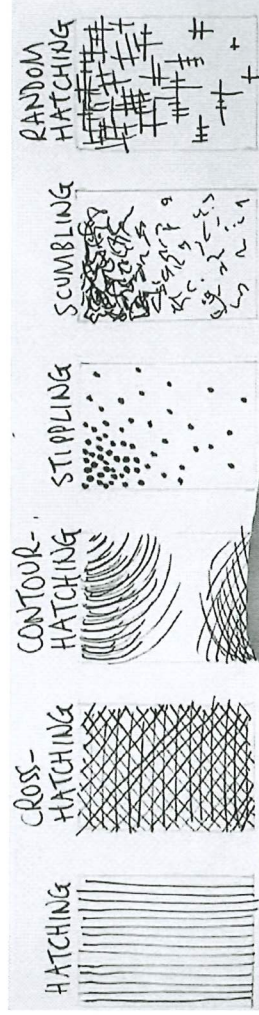
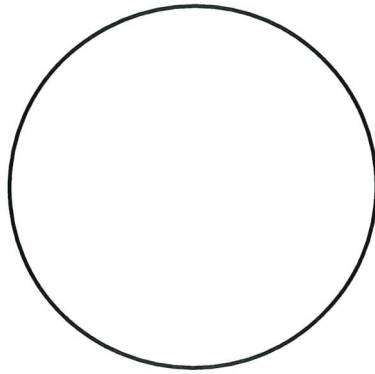
Use colouring pencils.

Using a primary colour, add colour to the cube below showing where the light would be shining on it (lightest) and where there would be shade (darkest).

Challenge – can you add a shadow.



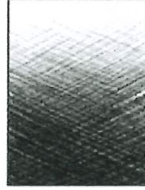
Using a secondary colour, colour in the circle using directional shading a tone to make it look like a sphere (ball).



Week 4

Using different coloured colouring pencils, fill each box with a different mark making technique. There are 6 to start you off above, then come up with three of your own.

Challenge: Can you try to show tone in your mark making? Going from light to dark? See example below.



Year 7 - Computer Studies Knowledge Organiser – Rotation 2

Week 1	
Word	Definition
Algorithm	A step-by-step set of instructions for solving a problem.
Iteration	Repeating a set of instructions multiple times (looping).
Sequence	The specific order in which instructions are executed.

Week 2	
Word	Definition
Block Coding	A way of programming using blocks instead of text.
Sprite	A character or object in Scratch that can move and interact.
Variable	A space in memory used to store a value that can change.

Week 3	
Word	Definition
Stage	The background area where Scratch projects run.
Backdrop	The background of the Scratch stage that can change.
Event Block	A block that starts a script, like "when green flag clicked."

Week 4	
Word	Definition
If Block	A block that makes a decision based on conditions.
Sound Block	A block that adds sounds or speech to a Scratch project.
Motion Block	A block that moves a sprite in different directions.

Week 5	
Word	Definition
Control Block	A block that manages the flow of a program, such as loops.
Looks Block	A block that changes the appearance of a sprite.
Broadcast	A message sent between sprites to trigger actions.

Week 6	
Word	Definition
Clone	A duplicate of a sprite created during a program's execution.
Debugging	Finding and fixing mistakes (bugs) in the code.
Script	A collection of code blocks that control what a sprite does.